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INTRODUCTION

In 1916 the Committee on History in Schools of the American Historical Association requested the New England History Teachers' Association to prepare a "fuller definition of the requirements in Ancient History." A committee was appointed and this syllabus is the result of its work.

This syllabus is intended to serve as a logical outline and guide for both student and teacher. It also serves to emphasize the main topics and furnishes a perspective of the entire course. It contains a series of topics, a brief analysis of the points involved in each of these topics, and, what is perhaps the most valuable feature of the syllabus, suggestions as to the teaching points to be kept in mind by the instructor. A brief bibliography for teachers and a selected list of books for students aim to bring the reader in touch with recent literature. Numerous references to source material and secondary works are included in the outline. These references represent the judgment of many teachers.

Where possible the student should be supplied with a copy of the syllabus. If conditions are such that this is not feasible, the teacher may dictate such a portion of the syllabus as is necessary for the daily lesson.

Too much importance cannot be attached to the study of geography. Nothing serves better to anchor history than an exact knowledge of the location of cities, battles, boundaries, etc. A study of physiography will be found of great assistance in understanding the forces which have molded history. Such books as N. S. Shaler's *Man and the Earth*, and Ellen C. Semple's *American History and its Geographic Conditions* will be found very useful in this connection, and will aid the student to under-

stand the debt history owes to science. There are many excellent outline map books on the market, such as the Ivanhoe Series, Atkinson, Mentzger Co., and the McKinley Outline maps, McKinley Publishing Co., Philadelphia. The student should be requested to fill out these outline maps and if possible to prepare sketch maps, especially in examinations, or with the aid of written data to construct a map.

Not enough use is made of photographic material in the study of history. All of the better texts contain valuable pictures. There are also many series of photographs on the market: the University Prints, the Perry Prints, etc.

Books, syllabuses, maps, notebooks, and pictures should be used in the study of history. If at the beginning of a course in history a number of recitation periods are spent in explaining to the class the proper use of text books, etc., much valuable time will be gained as a result.

BIBLIOGRAPHY FOR TEACHERS

The following list of books is intended primarily for teachers, though of course no rigid line can be drawn between books useful for teachers and those for pupils. This bibliography is not intended to be exhaustive, nor is it designed for specialists and research workers. The busy teacher needs a practical list and one easily accessible, but at the same time one of sound scholarship. Some works, especially in the field of Oriental history, are useful for occasional consultation and illustrations rather than for continuous reading.

Oriental History

- BREASTED, J. H.: *Ancient Times*. Ginn & Co.
BREASTED, J. H.: *History of The Ancient Egyptians*. Scribners.
GOODSPEED, G. S.: *History of Babylonia and Assyria*. Scribners.
HALL, R.: *Ancient History of the Near East*. Methuen.
JASTROW, M.: *Civilization of the Babylonians and Assyrians*. Lippincott.
KENT, C. F.: *History of the Hebrew People*. Scribners.
KING, L. W.: *History of Sumer and Akkad*. Chatto and Windus.
KING, L. S.: *History of Babylon*. Chatto and Windus.
MASPERO, G.: *Dawn of Civilization*. Appleton.
MASPERO, G.: *Struggle of the Nations*. Appleton.
MASPERO, G.: *Passing of the Empires*. Appleton.
MYERS, J. L.: *The Dawn of History*. Henry Holt & Co.
ROGERS, R. W.: *History of Babylonia and Assyria*. Eaton & Mains.

Greek History

- BAIKIE, J.: *The Sea Kings of Crete*. Macmillan.
BLUMNER, H.: *The Home Life of the Ancient Greeks*. Cassell.
BOTSFORD AND SIHLER: *Hellenic Civilization*. Columbia University Press.

- BURY, J.: *History of Greece*. Macmillan.
- COOPER, L. (Editor): *The Greek Genius and Its Influence*. Yale Univ. Press.
- CURTIUS, E.: *History of Greece*. Scribners.
- DICKINSON, L.: *The Greek View of Life*. Doubleday, Page & Co.
- FAIRBANKS, A.: *Handbook of Greek Religion*. Amer. Book Co.
- FERGUSON, W. S.: *Greek Imperialism*. Houghton Mifflin Co.
- FOWLER, H. and WHEELER, J. L.: *Greek Archæology*. Amer. Book Co.
- GARDNER, P.: *Principles of Greek Art*. Macmillan.
- GREENIDGE, A. H. J.: *Greek Constitutional History*. Macmillan.
- GOMPERZ, J.: *Greek Thinkers*. Murray.
- HARRISON, J.: *Introductory Studies to Greek Art*. T. Fisher Unwin.
- HARRISON, J.: *The Religion of Ancient Greece*. Open Court Pub. Co.
- HAWES, H. & C.: *Crete, the Forerunner of Greece*. Harpers.
- HOLM, A.: *Greek History*. 4 vols. Macmillan.
- LIVINGSTON, R.: *The Greek Genius and its Meaning to Us*. Clarendon Press.
- MAHAFFY, J.: *Social Life in Greece*. Macmillan.
- MAHAFFY, J.: *Greek Life and Thought from Alexander to the Roman Conquest*. Macmillan.
- MAHAFFY, J.: *Old Greek Life*. Amer. Book Co.
- MAHAFFY, J.: *What Have the Greeks Done for Modern Civilization?* Putnam.
- MAHAFFY, J.: *The Story of Alexander's Empire*. Putnam.
- MARSHALL, J.: *History of Greek Philosophy*. Macmillan.
- MAYOR, J. B.: *Ancient Philosophy*. Pitt Press, Cambridge.
- MURRAY, G.: *Rise of Greek Epic*. Oxford Univ. Press.
- MURRAY, G.: *Euripides, and His Age*. Holt, N. Y.
- MURRAY, G.: *History of Greek Literature*. Heinemann.
- PATER, W.: *Greek Studies*. Macmillan.
- SCHUCHARDT, C.: *Schliemann's Excavations*. Macmillan.
- TSOVNTAS and MANATT: *The Mycenaean Age*. Houghton Mifflin Co.
- ZIMMERN, A.: *The Greek Commonwealth*. Clarendon Press.

Roman History

- ABBOTT, F. F.: *Roman Political Institutions*. Scribners.
- ABBOTT, F. F.: *Society and Politics in Ancient Rome*. Scribners.

- ABBOTT, F. F.: *The Common People of Ancient Rome*. Scribners.
- ARNOLD, W.: *Roman Provincial Administration*. Macmillan.
- DILL, S.: *Roman Society from Nero to Marcus Aurelius*. Macmillan.
- DILL, S.: *Roman Society in the Last Century of the Western Empire*. Macmillan.
- FERRERO, G.: *The Greatness and Decline of Rome*. Putnam's.*
- FOWLER, H.: *History of Roman Literature*. Appletons.
- FOWLER, W.: *The Religious Experience of the Roman People*. Macmillan.
- FRANK, T.: *Roman Imperialism*. Macmillan.
- FRIEDLANDER, L.: *Roman Life and Manners under the Early Empire*. Dutton & Co.
- GREENIDGE, A.: *History of Rome*. Methuen.
- GREENIDGE, A.: *Roman Public Life*. Macmillan.
- HADLEY, J.: *Introduction to Roman Law*. Appleton.
- HARDY, E.: *Christianity and the Roman Government*. Macmillan.
- HEITLAND, W.: *Roman Republic* (Unabridged edition). Cambridge Univ. Press.
- HOW, W. & LEIGH H.: *History of Rome to the Death of Cæsar*. Longmans.
- HÜLSEN, C.: *The Roman Forum*. Læscher & Co., Rome; Stechert, N. Y.
- IHNE, W.: *Early Rome*. Scribners.
- IHNE, W.: *History of Rome*. Longmans.
- JONES, H. S.: *Roman Empire*. Putnam's.
- JONES, H. S.: *Companion to Roman History*. Clarendon Press.
- LANCIANI, R.: *Ruins and Excavations of Ancient Rome*. Houghton Mifflin Co.
- LANCIANI, R.: *Ancient Rome in the Light of Recent Discoveries*. Houghton Mifflin Co.
- MACKAIL, J.: *Latin Literature*. Scribners.
- MOMMSEN T.: *A History of Rome*. 5 vols. Scribners.
- MOMMSEN, T.: *The Provinces of the Roman Empire*. 2 vols. Scribners.
- MOREY, W.: *Outlines of Roman Law*. Putnam.
- PAIS, E.: *Ancient Legends of Roman History*. Dodd, Mead & Co.
- PATER, W.: *Marius the Epicurean*. Macmillan.

* The works of Ferrero should be used with caution.

- PELHAM, H.: *Outlines of Roman History*. Putnam.
 PELHAM, H.: *Essays on Roman History*. Oxford Press.
 PLATNER, S.: *Topography and Monuments of Ancient Rome*. Allyn & Bacon.
 SMITH, W.: *Dictionary of Antiquities, Geography and Biography*. Murray, London.
 STRONG, E.: *Roman Sculpture from Augustus to Constantine*. Scribners.
 WALTERS, H.: *Roman Art*. Methuen.

Every teacher ought to make use of the illustrations in PERROT and CHIPIEZ'S *History of Ancient Art*. Chapman and Hall and Hachette et Cie, Paris (French edition). The different volumes deal with different countries and with both Oriental and Classical art.

The following short list of books in foreign languages will be found useful, as it comprises works of a general character which contain in themselves full bibliographies and references:

- MEYER, E.: *Geschichte des Alterthums*. Cotta, Stuttgart.
 BELOCH, J.: *Griechische Geschichte*. Trübner, Strassburg.
 SCHILLER, H.: *Geschichte der römischen Kaiserzeit*. Perthes, Gotha.
 DAREMBERG, SAGLIO: *Dictionnaire des Antiquités Grecques et Romaines*, Hachette et Cie, Paris.
 PAULY WISSOWA: *Real-Encyclopädie*. Metzler, Stuttgart.
 NIESE, B.: *Römische Geschichte*. Beck, Munich.
 MARQUARDT-MOMMSEN: *Römische Staatsverwaltung and Römisches Staatsrecht*. Leipzig.

SUGGESTED READINGS FOR ANCIENT HISTORY CLASSES

This list of books represents the best judgment of many teachers of Ancient History. It offers a wide range of choice standard works, source books, biographies, works of travel, and historical novels. It aims to meet the needs of pupils of the first year as well as those of the more mature student.

The pupil should read at least 500 pages of serious matter each year. The teacher should assign a definite number of pages each week and require a written report. This insures careful reading. The same selection may be given to the entire class, provided the school is well equipped with supplementary material. For this type of reading, standard works, biography, and source material are recommended.

The value of source material for secondary school students has been greatly overestimated. Many of the source books are scrappy. They try to include something from all the important sources, and, as a result, too little is given from any one source to make the reading of great value. The source readings in the syllabus represent the judgment of many teachers. Definite reference has in most cases been given.

There is another type of book which is of an inspirational character. Books of travel and historical novels are valuable in creating an interest in certain pupils, and often serve

to stimulate a love for historical reading. Such reading should not be tested by formal reports; it is enough that the pupil state that the book has been read.

- ABBOTT, EVELYN: *Pericles and the Golden Age of Athens*. Putnam.
- ALLINSON, F. G. and ALLINSON, ANNE: *Greek Lands and Letters*. Houghton Mifflin Co.
- BARROWS, S. J.: *The Isles and Shrines of Greece*. Little, Brown & Co.
- BEESELY, A. H.: *The Gracchi; Marius and Sulla*. Longmans.
- BAILEY, CYRIL: *The Religion of Ancient Rome*. Open Court Pub. Co.
- BULWER-LYTTON, EDWARD: *The Last Days of Pompeii*. Little, Brown & Co.
- CHURCH, A. J.: *Pictures from Roman Life and Story*. Appleton.
- CHURCH, A. L. and GILMAN, ARTHUR: *The Story of Carthage*. Putnam.
- CLODD, EDWARD: *The Story of Primitive Man*. Appleton.
- CRAWFORD, F. L.: *Ave Roma Immortalis*. Macmillan.
- CREASY, E. S.: *The Fifteen Decisive Battles of the World from Marathon to Waterloo*. Dutton.
- DAVIS, W. S.: *The Influence of Wealth in Imperial Rome*. Macmillan.
- DAVIS, W. S.: *A Victor of Salamis*. Macmillan.
- DAVIS, W. S.: *Readings in Ancient History*. Allyn & Bacon.
- DAVIS, W. S.: *A Friend of Cæsar*. Macmillan.
- DAVIS, W. S.: *A Day in Old Athens*. Allyn & Bacon
- EBERS, G.: *Uarda*. Appleton.
- EBERS, G.: *An Egyptian Princess*. Appleton.
- EMERTON, EPHRAIM: *An Introduction to the Study of the Middle Ages*. Ginn & Co.
- FAIRBANKS, A.: *Greek Mythology and Religion*.
- FLING, F. M.: *Source Book of Greek History*. Heath.
- FOWLER, W. W.: *The City-State of the Greeks and Romans*. Macmillan.
- FOWLER, W. W.: *Social Life at Rome in the Age of Cicero*. Macmillan.
- FOWLER, W. W.: *Julius Cæsar*. Putnam.
- GAYLEY, C. M.: *The Classic Myths in English Literature and in Art*. Ginn & Co.
- GRANT, A. J.: *Greece in the Age of Pericles*. Scribner's.
- GULICK, C. B.: *The Life of the Ancient Greeks*. Appleton.
- HERBERTSON, C. G.: *Business Life in Ancient Rome*. Amer. Book Co.

- HOLBROOK, FLORENCE: *Cave, Mound, and Lake Dwellers*. Heath.
- HOPKINSON, L. W.: *Greek Leaders*. Houghton & Mifflin Co.
- HOW, W. W.: *Hannibal and the Great War between Rome and Carthage*. London, Secby.
- JACKSON, A. V. W.: *Persia, Past and Present*. Macmillan.
- JEBB, R. C.: *Greek Literature*. Amer. Book Co.
- KINGSLEY, CHARLES: *Hypatia*. Dutton.
- LOVELL, ISABEL: *Stories in Stone from the Roman Forum*. Macmillan.
- MAHAFFY, J. P.: *Old Greek Life*. Amer. Book Co.
- MAHAFFY, J. P.: *The Story of Alexander's Empire*. Putnam.
- MARDEN, P. S.: *Greece and the Ægean Islands*. Houghton Mifflin Co.
- MASPERO, GASTON: *Life in Ancient Egypt and Assyria*. Appleton.
- MUNRO, D. C.: *Source Book of Roman History*. Heath.
- OMAN, CHARLES: *Seven Roman Statesmen of the Later Republic*. Longmans.
- POWERS, H. H.: *The Message of Greek Art*.
- PRESTON and DODGE: *The Private Lives of the Romans*. Sanborn.
- ROBINSON, C.: *Days of Alcibiades*. Longmans.
- SIENKIEWICZ, HENRY: *Quo Vadis*. Little, Brown & Co.
- STRACHAN-DAVIDSON, J. S.: *Cicero, and the Fall of the Roman Republic*. Putnam.
- TARBELL, F. B.: *A History of Greek Art*. Macmillan.
- THALLON, I. C.: *Readings in Greek History*. Ginn.
- TOZER, H. F.: *Classical Geography*. Amer. Book Co.
- TUCKER, T. G.: *Life in Ancient Athens*. Macmillan.
- TUCKER, T. G.: *Life in the Roman World of Nero and St. Paul*. Macmillan.
- WALLACE, LEW.: *Ben Hur*. Harper.
- WEBSTER, HUTTON: *Readings in Ancient History*. Heath.
- WHEELER, B. I.: *Alexander the Great*. Putnam.
- WRIGHT, J. H.: *Masterpieces of Greek Literature*. Houghton Mifflin Co.

OUTLINE OF ANCIENT HISTORY

TOPIC I

Introduction to the Study of Ancient History

1. *The nature of history.* Meaning of the term.

2. *Pre-literary history.* Revelations of archæology. Development of man during the stone, bronze and iron ages. A brief survey may be made at this point of the work of archæologists, as Sir John Evans; of geologists, as Lyell; anthropologists, as Tylor, in reconstructing the prevailing ideas of the origin of man and making certain the vast antiquity of the human race.

3. *Development of a conception of time.* Origin of a calendar.

4. *What early man accomplished.* Domestication of plants and animals; use of metals; fire; art of writing.

5. *The mastery of the art of writing.* Centers of origin of writing.

6. *The races of man.*

7. *The physiography of the ancient world.* The immense period which precedes the beginnings of civilization should be given adequate treatment in order that the student may have a clear idea of the long history of man. At this point the teacher may give an account of the past history of the earth; of its probable origin; its relation to the sun and planets; its long period of cooling; the vast geologic ages; and the rise and fall of plant and animal kingdoms millions of years before the appearance of man. The student will be helped in comprehending this marvelous story by such devices as the time table in Robinson's *The New History*. For a study of the nature of history, including a discussion of pre-literary history, the teacher is referred to an article in the *Encyclopedia Americana* (1919 edition) by

H. G. Barnes entitled, "History—Its Rise and Development." Most suggestive in connection with these topics is an article by H. G. Wells entitled "History is One" (Ginn & Co.). Stress should be laid on the small area of the earth's surface involved in the ancient world, and the influence of geography in shaping early civilization.

TOPIC II

The Earliest Centres of Civilization. The Oriental World

1. *Physical characteristics of the Nile and Tigris-Euphrates Valleys.* Protection of Egypt by the sea; Influence of the inundations of the Nile and Tigris-Euphrates rivers; Food supply readily procured; The Arabian desert; The mountain regions to the north of the Tigris-Euphrates Valley; The two rivers and the caravan routes were the arteries of traffic.

2. *Political history.* The Old Kingdom (Memphis); The unification of the Nile Valley under a centralized form of government with a despotic ruler and a great body of officials; The pyramids; The Middle Kingdom (Thebes); A feudal state; Conquests in the upper Nile; Internal improvements; Contact with Ægean lands, especially Crete; The New Empire (Thebes); A militaristic and imperialistic state; Temples; Colossal Statues; Obelisks; Constant wars draining the vitality of people; Use of mercenary troops. Follow this brief treatment of the political history by a study of Egyptian culture: Writing; Calendar; Sciences; Agriculture; Art; Religion; Classes of society; Sources of Egyptian history.

3. *Babylonia.* Early history; Unification of the country under Hammurabi; Law code; Cuneiform writing; Literature; System of weights and measures; Astronomy; Overthrow of Babylonia.

4. *Syria.* The influence of geography on the history of Syria; Phœnician trade and industries; Trade routes; Colonies; Alpha-

bet; Transmitters of civilization; Hebrews; Arameans; Relations of Arameans with the Jews; Importance of Damascus; Early wanderings of Hebrews; Settlement in Egypt; Conquest of Palestine; Saul; David; Solomon; Division and captivity; Liberation by Persia; Teachings of Prophets; Hebrew literature; Religious contributions.

5. *Assyria*. Development of military science and imperialism; Assyrian culture; Sculpture with brilliant colors; Architecture; Great libraries; Invasion of Chaldeans and new Babylonian empire.

6. *Medo-Persians*. Political history; The rise of Persia; Victories of Cyrus; Fall of Lydia under Croesus; Conquests of Cambyses and Darius; Organization of empire; Invasion of Scythia; Culture of the Persians.

Oriental history should be presented primarily for its influence on the classical world and also on modern Europe. The idea of continuity of influence can be brought out by emphasizing and viewing in retrospect Oriental history as part of the story of the Mediterranean World. For example, Egypt created a system of bureaucratic administration which passed from the early Pharaohs to the Ptolemies and from them to the Roman Empire.

The contributions of each of these peoples to civilization should be given special attention. The influence of the Egyptians in religion, industrial and fine arts, science, mathematics, writing and literature; that of the Babylonians in industrial arts, religion and literature; that of the Phœnicians as "transmitters of civilization;" that of the Hebrews in religion; and that of the Persians in creating an imperial organization are important contributions to the world. The chronology of Breasted's *Ancient Times* may be followed for this period. Considerable use should be made of the map showing the earliest centers of civilization and its gradual expansion. Time limits forbid an intensive study of Oriental history; on the basis of five periods per week the subject may be completed in fifteen or twenty recitations.

TOPIC III

The Ægean Civilization

1. *Cretan Culture.* Impulse from Egypt; Archæological evidence; Work of Evans at Cnossus; Government; Sculpture; Writing; Cretan sea power.

2. *The Mycenean Age.* Excavations of Schliemann; Royal tombs and palaces; Social life; Causes of decline; Invasions of the Greeks.

The Ægean civilization should be linked with that of Egypt and Asia as one of the fountain heads of European civilization. Its importance has, perhaps, been exaggerated, and in spite of its fascinating character two or three recitations will be sufficient time to devote to it.

TOPIC IV

The Beginnings of the Greeks

1. *The physical characteristics of Greece.* Petty size; Access to sea; Lack of navigable rivers; Soil of low fertility; Abundance of building material; Mountains; Openness to east; Products; Climate; Effect of physical surroundings on people.

2. *Advance of Greeks from Danube valley about 2500 B.C.* Great confusion; Overthrow of Mycenean culture by Dorians and other late invaders.

3. *Legends of Greece.* Value of legends; Oriental immigrants — Cecrops, Cadmus, Pelops; Legendary heroes — Heracles, Theseus, Minos; Legends of National exploits — Argonautic expedition; The Trojan War.

4. *The Homeric Age (about 1000-700 B.C.)* Political organization; Society; Religion; The *Iliad* and *Odyssey*.

The geography of Greece cannot be overemphasized. To know the geography of Greece is, in large measure, to know its

history. Stress should be laid upon the fundamental physical features and their influence in shaping Greek history. It is well at this point to survey the geography of the entire Mediterranean World, noting the chief rivers, mountains, etc.

The prehistoric migrations of the Greek tribes, such as the Thessalians and Dorians, is a doubtful subject and should be studied mainly in its results, i.e. in determining the historic ethnology and political geography of Greece and Greek Asia Minor.

The legends are to be read, not studied. The two great epics, the *Iliad* and the *Odyssey*, are to be studied mainly to illustrate the characteristics of Homeric life. Four significant passages should be read: Thersites (*Iliad* II, 211); Parting of Hector and Andromache (*Iliad* VII, 369); The Phœnician traders (*Odyssey* XV, 403); Odysseus in the lower world (*Odyssey* XI, 1).

TOPIC V

Greece to the Persian Wars

1. *Greek religion and religious institutions.* Greek gods and goddesses; Conception of a future life; The Delphic oracle and its influence; The Delphic Amphictyony. The Greek Games: Origin of the games; The influence of the games; The "First Olympiad."

2. *The Greek city-state.* Organization of the city-state; Its Influence on Greek history; Important city-states.

3. *Rise of Sparta and the Peloponnesian League.* The government of Sparta; Exclusiveness of citizenship; Military training; Social classes; The introduction of iron discipline blights the æsthetic qualities of the Spartans; Growth of Spartan power by conquests and alliances; Organization of the Peloponnesian league.

4. *Development of Athens.* Early history; Brief sketch of Athenian constitution which should include Draco's reforms;

Solon's reforms; an account of the tyranny under Pisistratus; and the reforms of Cleisthenes.

5. *Greek colonization (about 750-550 B.C.)*. Causes; Character and organization of colonies; Connection with Delphic Oracle; Mother cities; Most famous colonies; Relation of colony to mother city; Extent of Hellas at close of period of colonization; Influence of colonization on trade, industry and extension of Greek civilization.

6. *Intellectual Advance*. Literature; Selections from Hesiod, Alcaeus; Sappho; and Tyrtæus. Philosophy may be treated as the beginning of science; Thales. Orders of architecture and temple plans; Early types of sculpture and existing remains — "Apollon" and "Ægina Marbles." Cohesive force of religious institutions; Spiritual and ethical values of new forms of worship; Orphic and Eleusinian mysteries; The Panathenaic festival at Athens.

In this period of Greek history emphasis should be placed upon territorial expansion and the forces making for and against unity. Greek religion, the national games, literature and art were forces making for unity as against the disintegrating forces of geography and intense individualism. The city-state should be emphasized; it may be compared with a modern city. Dickinson's *The Greek View of Life* will be found helpful in connection with the Greek city-state. Its influence on Greek government, character, and art should be noted.

Greek colonization is an important subject. The relation of the Greek colony to the mother city should be stressed; the more important colonies learned, as also the reasons why the Greeks settled in particular localities. The colonies of enduring importance such as Massalia should be noted. The colonies became centers of Greek influence.

Athenian history before Solon can hardly be too briefly treated. Our real knowledge of this period is very scanty. Solon contributed the essential factors in the creation of democracy, so

that his reforms should receive careful attention. The tyrannies are important everywhere, especially at Athens, and may be studied in connection with Pisistratus.

The study of the literature, art, and religion of this period will reveal the larger community of the Greek world and correct the impression that Greek civilization was compressed in one or two cities like Athens and Sparta. At the same time it will prepare the student for an understanding of the great struggle with Persia — a struggle which involved the whole Greek world.

TOPIC VI

The Struggle with Persia. (500-479 B.C.)

1. *Causes and Events.* The Ionian Revolt. The Persian expeditions. Battles of Marathon, Thermopylæ, Salamis, Himera, and Plataea. Great leaders: Miltiades; Themistocles; Aristides; and Pausanias. Congress of Corinth.

The Persian Wars mark the beginning of the great struggle between the East and the West. Attention should be drawn to the fact that these wars lasted for about 300 years, approximately from 500 to 300 B.C. The results of the first period of these wars, which lasted from 500 to 479 B.C., should be strongly emphasized. The wonderful progress of the following period may be traced, in large measure, to the impetus toward unity, the breadth of vision, the higher ideals, and the exhilaration of success which the great victory produced.

The development of Persia may be reviewed at this point. The battles need not be studied in detail; attention being given, however, to Marathon as a decisive battle and to the battle of Salamis as a good example of the influence of sea power. For the career of the Greek leaders L. W. Hopkinson's *Greek Leaders* will be found useful. It may be suggested that the student read some selection from Herodotus: (The Battle of Marathon, VII, 108-117), (The Passage of the Hellespont, VII, 44-46 and 55-56),

(Leonidas at Thermopylæ, VII, 201-228), and from Æschylus: (The Battle of Salamis in *The Persians*).

TOPIC VII

The Age of Pericles. (About 479-431 B.C.)

1. *The Athenian empire.* Formation of the Delian confederacy and its expansion by Cimon's Ægean campaigns; Organization of the League; Extent of League; Contrast with Peloponnesian League; Maintenance of League; Transformation into the Athenian empire; Policy of Pericles; Failure of continental federation; Thirty years' truce.

2. *The Periclean democracy.* Decline in power of archons; Appointment by lot; Eligibility of third class to archonship; Increasing political power of the generals; Loss of authority by the Areopagus and leadership of council of 500; Citizen juries; Limitation of citizenship; Payment for public service; Conduct of trials; Revenues and expenditures; Limitations of Athenian democracy.

3. *Intellectual and artistic Athens.* "Athens the School of Hellas;" Plan of the Acropolis; Plan of Greek temple; Special study of Parthenon; Study of Erectheum, Theseum, and Propylæa; Sculptures of the Parthenon; "Zeus" of Phidias; Literature; Herodotus; Æschylus; and Sophocles.

4. *Social conditions.* Comparison of education of Athenian boy with that of Spartan; Position of women; Slavery; Houses; Dress; Modern features of life in Periclean Age.

The Periclean Age is one of the great epochs in the history of civilization. This period marks the climax of Greek achievement; here are fixed these characteristics which are outstanding. Literature and art had scarcely so flourished before, and but rarely have they done so since.

There are four important topics: first, the political events which result in the failure of Pericles to make Athens a great

land empire; second, the further extension of democracy; third, art and literature; and, finally, social conditions. The political history may be briefly sketched, emphasis being placed upon the fact that the most promising opportunity for Hellenic unity had failed. The Periclean democracy was the purest of the ancient world, but at the same time its limitations should not be overlooked.

The wonderful art and literature of this period should be carefully studied. The student will be aided in this by a study of pictures and models. Such books as H. H. Powers' *The Message of Greek Art* give the spirit of the Greek contribution in this field. *The Greek Genius and Its Influence*, Select Essays and Extracts, edited by Lane Cooper, is an excellent summary of the significance of Greek Literature.

TOPIC VIII

The Peloponnesian War. (431-404 B.C.)

1. *Causes and Events.* Events leading to outbreak of war; The plague; Funeral oration of Pericles; Battles of Pylos, Delium, and Amphipolis; Peace of Nicias; Argive alliance; Sicilian expedition; Battles of Cyzicus, Notium, Arginusæ, and Ægospotami; Entrance of Persia into the War; Downfall of Athens.

The Peloponnesian War is the story of the decline and fall of the Athenian Empire. It should be studied as a civil war which was to the Greek mind the most terrible of all wars. Emphasis should be placed upon the imperialism of Athens as the great factor in causing the war. It naturally divides into three parts: the period to the Peace of Nicias; the second period through the Sicilian expedition, and the third to the end of the war in 404 B.C.

The war produced the great historian, Thucydides. Portions of his work, the Plague at Athens, the Funeral Oration and the Sicilian expedition, may be read by the student. It may be well at this point to compare Herodotus with Thucydides. Not much attention should be paid to the details of the war except, per-

haps, the Sicilian expedition. Special attention should be given to the career of Alcibiades, the destroyer of Athens. The other leaders, as Cleon, Brasidas, and Nicias should receive only passing mention. The reëtrance of Persia into the Ægean after the lapse of over half a century and the military genius of Lysander should be noted.

TOPIC IX

Strife among the Greek States. (404 338 B.C.)

1. *Spartan Supremacy* (404-371 B.C.). Policy of Sparta in controlling her empire; The incident of the Thirty Tyrants at Athens; The relations of Sparta and Persia; Change in the attitude toward Persia due to the expedition of Cyrus and the march of the Ten Thousand; War with Persia; Persian coöperation with the enemies of Sparta in Greece; Revival of Athens; Peace of Antalcidas; Seizure of Cadmeia in Thebes; Revolts against the cruelty and tyranny of Sparta; Resistance of Thebes; Athenian naval league; Battle of Leuctra, 371 B.C.

2. *Brief supremacy of Thebes* (371-362 B.C.). Invasions of Epaminondas in the Peloponnese; Pelopidas in Northern Greece; Arcadian federation; Revival of Messenian independence; Failure of Theban policy; Battle of Mantinea; Failure of the city-state; Confusion and disorder in Greece.

3. *Rise of Macedon*. Philip the inheritor of Greek political experience; Development of an hereditary monarchy; Expansion of Macedon; Increase in economic power (gold mines); Formation of an efficient army; Conflicting interests of Philip and the Greek states; Opposition of Demosthenes; Rival parties in Greece; Policy of Philip; the Sacred War; Defeat of Greeks at Chæronea, 338 B.C.; Superiority of a centralized power to a loose alliance.

Much of the political history of the fourth century may be sketched. The cruel and oppressive policy pursued by Sparta should be noted. The battle of Leuctra is significant in the development of new military tactics. The period of Theban

supremacy may be regarded as a reaction against Spartan oppression. The narrowness of Theban policy and its dependence on Epaminondas should be emphasized as leading directly to the downfall of Theban supremacy in the battle of Mantinea. This battle should also be considered in a broader sense as bringing to an end the idea of city supremacy in Greece. The independence of Hellas passes away forever in the battle of Chæronea. It should be made clear that this battle made possible the extension of Hellenic civilization beyond the narrow borders of Hellas. Attention should be given to the career of Philip:— his great genius is sometimes lost sight of because of the achievements of his son, Alexander. Philip represents the imperial ideal; his great opponent, Demosthenes, is the last great prophet of Greek freedom.

In the study of the culture of the fourth century attention should be given to the note of individualism, the change from poetry to prose and the development of oratory and philosophy. Attention should be drawn to the fact that there is a change in the character of art due to the demand for realism and contact with the Orient.

The career of Socrates may be reviewed at this point, and also the teachings and influence of the Sophists. It may be suggested that the student read portions of Euripides, perhaps, from his *Alcestis*; from Aristophanes' *The Knights*; from Xenophon's *Anabasis*; and from Demosthenes' *The Third Philippic* and *The Oration on the Crown*. Attention should be drawn to *The Dialogues of Plato*.

The sculpture of Praxiteles, Scopas and Lysippus may be studied by means of illustrative material.

TOPIC X

Merging of the East and West

1. *Alexander the Great*. Early training and education; Accession to throne; Conquest of Persian Empire; The battles of

Granicus, Issus; The conquest of Egypt; The Battle of Arbela; The conquest of the Far East; The Indian campaign; The voyage of Nearchus.

The importance of Alexander's work can hardly be exaggerated. Students should not be told, as they often are, "that his work fell to pieces after his death," — an utterly false statement to apply to the man whose career made Hellenistic civilization possible. The unstable political condition of Greece should be emphasized to explain its easy conquest by Alexander. Note the weak condition of the Persian Empire demonstrated by the march of the Ten Thousand as a factor leading to its conquest. The battle of Granicus opened Asia Minor to Alexander; Issus was a blow to the prestige of Persia in Syria. The siege of Tyre was important as the destruction of a sea base dangerous to Alexander's line of communications. The conquest of Egypt is significant largely because of the founding of Alexandria and Alexander's assumption of divine honors. Note the decisive character of the defeat of Darius at Gaugamela.

At this point it might be well to review the various periods of Greek colonization; that from about 1200–900 B.C., the period from about 750–550 B.C.; and colonization of the east made possible by Alexander's success. Greek civilization was thus spread to the Orient. Note the important cities founded, such as Alexandria and Seleucia. Emphasize the unifying results of Alexander's conquests.

TOPIC XI

Age of Monarchical and Federal Combinations of Greek City Nations

1. *The dissolution of Alexander's Empire.*
2. *The struggle for unity to the battle of Ipsus.* The Lamian War; Death of Demosthenes; Struggle of Alexander's successors for sole power; The militaristic monarchy of Macedon; Naval em-

pire of Ptolemies; The commercial states of Egypt, Rhodes and Pergamon; The empire of the Seleucids.

3. *The four Hellenistic monarchies.* The Seleucid Empire; The Ptolemies in Egypt; The founding of Hellenic cities and the spread of Greek culture in the East; The spread of Oriental cults to Greece.

4. *Pergamon.* The struggle of Attalus I with the Celts; Pergamon as a rival of Alexandria; Architecture and sculpture (Dying Gaul, Pergamon Altar).

5. *Macedon and Greece.* The Achæan and Ætolian leagues.

6. *Hellenistic culture.* The centers of Hellenistic culture; Progress of science; Literature of this period; Art (Laocoon Group, Pergamon Frieze, Dying Gaul, Nike of Samothrace, Aphrodite of Melos); Zeno and Epicurus — influence of these systems of thought on Western world.

Hellenistic civilization should be stressed because of its influence on Rome and Europe. It should be clearly brought out that Rome was acquainted with Greek civilization chiefly in its Hellenistic form. The details of the struggle which resulted in the dissolution of Alexander's empire are not important, the struggle was decided at Ipsus, leaving four monarchies which were finally absorbed by Rome. Emphasize the bureaucratic character of the government of Egypt under the Ptolemies. The culture of the Hellenistic period may be compared with that of the Periclean age.

With the conquest of the Hellenistic monarchies by Rome the student is introduced to Roman history. It cannot be too strongly urged that the connections between the streams of Greek and Roman cultures should be shown wherever possible. The student often begins the study of Rome as though this civilization dropped from the blue sky and had no connection with Greece. It is due in large measure to our teaching history in water-tight compartments so that the student completes his training with the idea firmly fixed that he has studied English or American or

European history as separate blocks. History is a continuous process; its streams all merge in the common story of man.

TOPIC XII

Rome as a Monarchy. (753–510 B.C.)

1. *The geography of Italy.* Size; Mountains; Seas; Gulfs; Rivers; Climate.

2. *The peoples of Italy.* Settlement of the Italians; the Etruscans and Greeks.

3. *The government and religion of early Rome.* Legendary kings; Servian reforms; Expansion of territory and absorption of other peoples; Supposed origin of patricians and plebeians; The Latin League; The probable process by which Rome became an aristocratic republic; The "Religion of Numa."

The geography of Italy may be contrasted with that of Greece. Note its outlook toward the west as one factor in retarding its progress and its lack of contact with the centers of civilization. The inadequacy of the sources makes it desirable to touch the regal period rather lightly. The legends though of doubtful authenticity may be read for their literary value and also studied in connection with archaeological remains to throw some light on the prehistoric age and show how the Romans themselves reconstructed their past. This treatment may also be applied to the early Republican period, for which good illustrative material is found in Livy. The idea of continuity can be brought out by teaching that the Roman imperium passed from the kings to the consuls, was divided in time among the different Republican magistrates, and finally restored in its entirety to the Roman Emperor.

TOPIC XIII

The Roman Republic to 264 B.C.

1. *The struggle for popular rights by the Plebeians.* Struggle of plebeians to alleviate immediate economic distress; Agrarian

laws and colonies; Tribunes; Comitia Tributa; Codification of laws; The Valerio-Horatian laws; The Canuleian law; The Sextian Licinian Laws; Gradual acquisition of curule offices by the plebeians; The Hortensian law.

2. *Amalgamation of Italian tribes under Roman leadership.* Growing hegemony of Rome over Latins; Burning of Rome by the Gauls and loss of historic material; Dissolution of Latin league. Mastery of central Italy through Samnite wars.

3. *Conquest of Southern Italy in war with Pyrrhus.* Contact with Greek civilization.

4. *Characteristics of Roman government in third century B.C.*

5. *Organization of Italy.* Military purpose of organization; Military roads and colonies; Gradation of rights with the lure of promotion for fidelity to Rome; Communities in various degrees of dependency.

6. *The "Puritan Age" of the first half of the third century B.C.* High thinking and simple living; Patriotic and religious sense developed from conception of family; Simple fare and clothing; Clean public life; Sound citizen army organized on basis of manipular legion.

The struggle between the orders should be studied chiefly from the view point of its effect on the development of the Roman constitution. Economic and social causes certainly were the basis of this struggle, but what we are told in the sources in regard to the causes is very doubtful and seems to be taken from conditions that obtained in the struggles of the last century of the Republic. The details of the conquest of Italy are unimportant; the fact of the conquest and the creation of the Roman-Italian league is of the utmost importance. Note the dominance of the curule aristocracy entrenched in the Senate. As far as possible comparison should be made with Greek History; for example, the struggle between the orders may be compared to the struggle between the nobles and commons in Athens.

TOPIC XIV

**The Expansion of Rome over the Mediterranean
(264-133 B.C.)**

1. *The struggle for supremacy in the Western Mediterranean.* First Punic War; Comparison of Rome and Carthage in ideals, spheres of influence and resources; Campaigns in Sicily, Africa, and Sicilian Waters; Treaty of Peace.

2. *New factors in positions of Rome and Carthage.* Conquest of Cis-Alpine Gaul; Seizure of Corsica and Sardinia; Conquest of Spain by Carthage; Mercenary revolt.

3. *Second Punic War (218-201 B.C.).* Causes; Military events; Ticinus, Trebia, Trasimene, Cannæ, Metaurus, Zama; Campaigns in Spain; Generalship of Hannibal; Struggle of Rome to maintain a continuous army and to find able generals; Imperious attitude in dictation of terms.

4. *Struggle of Rome for the eastern Mediterranean.* Status of powers in 240 B.C.; Greek leagues and free states; Macedonia and Syria; Roman influence in Pergamon and Egypt; Rome's motives for entering the East; Brief treatment of Macedonian wars and war with Antiochus; Conquest of Greece.

5. *Later wars in the West.* Fall of Carthage, 146 B.C.; Numantine War; Servile wars in Sicily.

The expansion of Rome over the Mediterranean should be treated as the normal result of existing conditions in the Mediterranean. The downfall of Athenian sea power and the decadence of Egypt made possible the Carthaginian attempt to recover the commercial supremacy lost by Tyre. Rome, as protector of Italy, was forced into rivalry with Carthage. The treatment of these wars, with the exception of the second Punic war should be brief. The dramatic character of the war with Hannibal and the light it throws on Roman character justify giving considerable attention to this struggle. Rome's motives

in entering the East were to avenge Greek interference in the Punic Wars and to preserve the balance of power. The treatment of these powers by Rome is similar. She moves from arbiter to dictator. Her policy of aid to weak allies and subdivision of large kingdoms is followed by conquest and incorporation. Strong emphasis should be laid on the fact that as a result of the conquest of the East, Rome came under direct Hellenic influences. The Numantine and Servile wars throw a lurid light on Rome's misgovernment of provinces and the evils of slavery. The great figures of these wars, Scipio Africanus and Hannibal, should receive complete treatment, while the character and career of Cato, as typical of the old Rome, should be clearly understood. The student should read selections from Livy — The Second Punic War (Books XXI–XXII), and from Polybius (VI–II, 18).

TOPIC XV

Effects of the Wars of Conquest upon Rome

1. *Change in government.* Prominence of senate captured by capitalists. Weakness of assemblies and frequency of "corrupt practices." Use of dictatorship. Evils of Provincial government. Necessity for great border armies. Grouping of classes into new political parties. Economic problems: Latifundia; Increase of slaves; Disappearance of free labor and small farming class; Congestion of population in Rome; Agrarian agitation to satisfy veterans and the landless poor; Rise of Knights; Accumulation of gold and silver and its effect on prices; Change in commercial centers; Luxury and decline of morale; loss of Puritanic home life; Public games; Callousness towards public corruption; Changes in religion; Eastern cults; Greek philosophy; Opposition of "old school" represented by Cato.

These topics should receive much more emphasis than the march of progress of Roman conquest. Rome's conquest brought about a complete change in Roman manners, morale, customs,

and government and sowed the seeds for the revolutionary period.

TOPIC XVI

The Period of Revolution. (133-31 B.C.)

1. *Causes of the break down of the Roman constitution.* Inefficiency of the senate in foreign affairs; Failure of annual consulate in dealing with military affairs and the enforcement of domestic legislation; Corrupt and ignorant electorate; Danger of revolt in the provinces making necessary large armies and commanders with great powers; Insidious doctrine of imperialism; Violation of constitution by well-meaning reformers and corrupt politicians.

2. *Expansion of the tribunate under Tiberius Gracchus.* Reforms of the Gracchi; Their influence on the policies of the Democratic party, Advancement of one-man power through the consulship of Marius; Successive consulships of Marius gained by popularity among soldiers and people through his record in the Jugurthine and Germanic wars; Alliance with demagogues with a view to gaining power through popular legislation.

3. *The use of the dictatorship by Sulla.* Military popularity of Sulla gained by service in Jugurthine, Teutonic, "Social" and Mithradatic wars; Sulla's struggle with Marius and the Marian party; Colline Gate; Sulla's constitution.

4. *The illegal coalition of the First Triumvirate.* Pompey's progress is marked by advance to extraordinary command through successes of Sertorian and Gladiatorial wars, and by powers conferred through Gabinian and Manilian laws, and by his reputation gained in the Mithradatic wars; The terms of the coalition; Ultimate disappearance of Crassus.

5. *Cæsar's Gallic campaigns.* Alliance of Pompey and Senate.

6. *Civil war (49-45 B.C.).* Battles of Pharsalus, Zela, Thapsus, and Munda.

7. *Cæsarism at Rome.* (45-44 B.C.) Powers of Cæsar;

Works of Cæsar as a benevolent despot; Economic and political reforms in Italy; Reforms in the provinces; Death of Cæsar; Mark Antony.

8. *Republic or Empire?* (44-31 B.C.). Anarchy of 44 B.C.; Civil war in Northern Italy; Death of Cicero; Second Triumvirate; Battle of Philippi; Gradual estrangement of Antony and Octavius; Battle of Actium, a contest for the unity of the Mediterranean World.

This period should be treated as a readjustment of the machinery of government to meet changed conditions, and a great militaristic movement in Roman history which moved through strong personalities to the culmination in Cæsarism of the first two rulers of the Julian line.

The strong personalities of the period demand fuller treatment than the limits of texts allow. The steps leading toward monarchy should be clearly brought out; for example, the struggle between the Gracchi and the Senate heralds a period of revolution; the successive consulships of Marius; the dictatorship of Sulla, the passage of the Gabinian and Manilian laws, the first triumvirate, the "sole consulship" of Pompey, Cæsar's dictatorship, and the second triumvirate mark successive steps leading to the Empire. Oman's *Seven Roman Statesmen* is valuable for this period.

The Germanic invasion should be viewed as heralding the mighty invasions of the fourth and fifth centuries A.D. The struggle with the Italians is very important, because as a result of it Roman citizenship was granted to all the inhabitants of Italy and a splendid system of self-governing municipalities was created. In this connection a review of the struggle of the plebs to obtain recognition might well be undertaken.

The conquests of Pompey in the East and the bringing together of Rome and Jerusalem are topics of prime importance. Cæsar's conquest of Gaul is of great importance in the history of Europe. It brought France within the pale of Latin civilization. The

causes of the decline of the Republic should be constantly kept in mind, but at the same time it should be made clear that for many of these evils the Roman empire was only a partial cure.

In treating the character of Cæsar it is well to steer a middle course between the deification of Mommsen and the unduly disparaging estimate of Ferrero. Heitland's characterization is a sane one.

The period from 44-31 B.C., though much neglected, was crucial in the life of Rome. During these years Octavius seems to allow Rome to become convinced of her own need of a master. The careers of Cicero and Cato the Younger might well be reviewed as showing the futility of their policies in this crisis. But this failure of their policies should be coupled with a consideration of their permanent place in the eyes of later ages as the personifications of Republican principles.

Some attention should be given to Latin literature of the later Republic, emphasis being placed on the strong Greek influence. It is suggested that the student read Cicero's "Manilian Law," and a few selections from Cæsar's *Commentaries on the Gallic War*.

TOPIC XVII

The Early Empire. (30 B.C. to 180 A.D.)

1. *Reign of Augustus.* The character and Theory of the Principate; Powers of the Princeps; Senate; Magistrates; People; Principle of Dyarchy; Lack of law of succession and its consequences.

The administration and reforms of Augustus in Rome and Italy: Measures relating to the protection, policing, feeding, etc., of Rome; Building in Rome; Measures relating to the protection of Italy; Encouragement of municipal life. Read the *Res Gestæ*.

Social, moral and religious reforms; Cæsar worship.

The provinces under Augustus; The provincial system of Augustus; Division of the provinces; Form of government in the

Imperial provinces; In the public provinces; Status of Egypt, Reasons for. The provincial reforms of Augustus: Establishing of a central authority to which the provincial governors were responsible; The separation of the financial and executive powers; Introduction of salaries and long tenure of office; Creation of the census and reforms in taxation.

The provincial councils: Importance of Cæsar worship; Provinces added to empire by Augustus; Extent of empire at death of Augustus; Birth of Christ.

The frontiers and the army: The advantage of a consistent frontier policy, and of a central authority to direct it; Description of main frontiers; The creation and organization of a standing army; Stationing of troops; Employment of army on public works; Importance of army as a civilizing and Romanizing influence; Relation between the Romans and the Parthians and Germans; Defeat of Varus and consequences.

Social life and Culture: The friends and advisers of Augustus; Society in Rome; Poets and their patrons; Literature (Vergil, Horace, and Livy).

2. *The Successors of Augustus.* Tiberius: Able provincial and financial administration; Crucifixion of Christ; Claudius; Extension of citizenship and honors to provincials; Public works; Conquest of South Britain. Nero: Encouragement of Hellenism; Literature under Nero. Seneca; Burning and rebuilding of Rome; Persecution of Christians. Acute conflict between Princes and Senate under these emperors. Read selections from Tacitus.

3. *The Year of the Three Emperors and the Period of the Flavians.* Vespasian and Titus: Vespasian's restoration of law and order and his financial reforms; Buildings of the Flavians; Extension of privileges to provincials; Creation of an Italian and provincial nobility; Destruction of Jerusalem and dispersion of Jews: Pompei and Herculaneum; Pliny the Younger's letter to Tacitus on the Eruption of Vesuvius, Book VI, 16-20. Domitian: Able

provincial administration; Persecution of Christians; Spread of Christianity to upper classes.

Wars: Acquisition of territory, and defenses on the Rhine — Danube frontier under the Flavians.

Flavian art: Portrait sculpture; Arch of Titus. Flavian literature; Martial, Pliny the Elder. Some of Martial's epigrams in Paul Nixon's *A Roman Wit*.

4. *The Period from the Accession of Nerva to the Death of Marcus Aurelius.*

Trajan: Defenses on northern frontiers; Wars in Dacia and the East; New provinces; Able and enlightened administration; Buildings (Forum, Column, and Harbor); Provincial administration and policy toward the Christians shown in correspondence with Pliny (Pliny's letter and Trajan's reply).

Hadrian: Reaction against the imperialism of Trajan; Surrender of provinces; Frontier defenses and military reforms; Creation of a civil service of Knights; Financial reforms; Tendency towards bureaucracy and despotism; Humane legislation; Development of law; Influence of the Jurists; The Edictum Perpetuum; Journeys of Hadrian; Encouragement of Hellenism; Favors to provincials; Rise in importance of provincials; The Jewish war; Buildings of Hadrian (Temple of Venus and Rome, Pantheon, Olympieum in Athens); "Short-lived renaissance of Greek art" under Hadrian. Latin Literature gives place to Greek.

Antoninus Pius: Development of law.

Marcus Aurelius: The *Meditations*, Influence of Stoicism on life and law under Empire; Christianity under Marcus Aurelius; The rule of the two Augusti; Parthian war; The pestilence; Wars with the Marcomanni and Quadi; Barbarian coloni.

5. *General topics relating to whole period of Early Empire.* The evolution of the Principate; Growth of despotism and bureaucracy; Disappearance of the principle of Dyarchy; The development of Roman law; The city of Rome, its appearance and life; The dwindling importance of Italy, its approximation to a

province; The provinces and their civilization; The increasing importance of the provinces; Hellenistic character of their civilization; Progress of Romanization in the West; Rome the creator of city life in the West; Growth of important European cities from Roman cities, camps and colonies; Municipal life; Description of some of the more important cities, as Alexandria and Antioch; Buildings and public works in provinces; Classes of cities; Main facts in regard to particular provinces, e.g., the economic, intellectual and artistic importance of Egypt; Social and economic conditions; Communication, travel, and commerce. Spiritual and intellectual movements; Christianity; The Oriental cults; Philosophy; Education (schools and universities). The system of land ownership: Villas; Coloni.

Symptoms and causes of the coming decline: System of land ownership; General lack of science in finance and industry, production and distribution; The insufficient supply of precious metals and the drain of these due to the trade with the Far East; Slave labor; The paralysis of initiative in the municipalities by the interference of the central government; The development of municipal offices into financial burdens and the consequent penalizing of wealth and enterprise; Reckless expenditures on public works and charities; Decline of interest in public life and the decline of military spirit among citizens; The pestilence.

Conjecture has necessarily been employed in the effort to determine the "causes for decline," and most of the traditional "causes" have been questioned by one authority or another.

More attention should be paid to the period of the Empire than is given in most textbooks. The time for this may be gained at the expense of the early period of Roman history. In the early empire stress should be laid upon the reign of Augustus and the period of the Flavian and the "Good Emperors." In the reign of Augustus these topics should be emphasized: The reorganization of the frontiers; The remarkable culture of the period. This last topic may be compared with that of the culture

of the Periclean age. The provincial system and reforms should receive more adequate treatment than is usually given in high school textbooks. The remaining Emperors of the Julian line may be lightly treated. The reign of Trajan is important as extending the boundaries of the empire and including Dacia within the sphere of European civilization.

The topics on the provinces and their civilization should be made as concrete as possible by the use of every form of illustrative material — photographs, lantern slides, etc. A good opportunity is offered here for the teacher to give specific examples of the influence of Roman civilization upon that of Europe. Thus the survival, in spite of German intrusions, of the Latin language, of Roman law, education, and architecture can be demonstrated. The history of France offers an especially good example. It is by no means an accident that the country of the ruins of Nimes has always been the home of architecture; that the country whose Roman schools were famous has always been distinguished for its culture, its clarity of thought, and sense of form.

The topics on the symptoms and causes of the coming decline of the Empire may be treated at a later stage of the work if it be made clear to the student that the causes of decline had begun to operate at an earlier date, some of them, as, for example, the decline of agriculture, going back to the time of the Republic. To the causes given in the topics others should be added if the subject is treated at a later stage; the barbarizing of the Empire, for example. If Christianity was, as some think, a force of dissolution, it was hardly an important one in the second century.

The student in studying this subject in a short textbook is likely to derive from it an exaggerated impression of the extent and intensity of certain evils, an impression of universal misery and degeneration. This impression must be corrected by the teacher, who must show that these causes were rarely operating in their maximum intensity in any one time or place; that there were parts of the Empire that enjoyed comparative peace and

prosperity even in the darkest periods, that there never was any complete paralysis of agriculture or industry, and that the Eastern Empire managed to survive in spite of these evils.

TOPIC XVIII

The Period from the Death of Marcus Aurelius to the Accession of Diocletian. (180–284 A.D.)

1. *The military monarchy.* Growing power of the army; Change in its character and discipline; The provincial troops succeed to the place of the Italian Prætorians.

2. *Anarchy of the period.* Tendency of Empire to break into parts, rise of pretenders, especially in Gaul and Palmyra.

3. *Great jurists under the Severi.*

4. *Edict of Caracalla.*

5. *Invasions of German tribes.*

6. *Temporary successes of Illyrian Emperors* against Germans and New Persian Empire offset by confession of defensive position of Empire indicated by Aurelian wall at Rome.

Only the general characteristics of this period need to be studied; minor events, details, and personalities may be ignored. Those forces which are finally to destroy the Empire are clearly seen. The failure to provide for a peaceful succession to the Emperorship gradually leads to a state of chaos, the picture being relieved only now and then by an able emperor, such as Septimius Severus and Aurelian. The importance of the influence of the New Persian empire should be emphasized.

TOPIC XIX

The Reorganization of the Empire. The Oriental Monarchy. (284–337 A.D.)

1. *Diocletian:* Arrangements for succession of Augusti by Cæsars; The provincial system; Changes in army; Its progressive barbarization; Persecution of Christians.

2. *Constantine: the civil wars.* Constantine's partial acceptance of Christianity; Christianity recognized as one of the public worships of Rome; Council of Nicaea; Transfer of capital to Constantinople.

In this period an absolute Oriental monarchy is established. There is a falling-off of production and revenue combined with extravagance in courts and administration. Oppressive taxation, high cost of living, liability and "flight" of curiales and general suppression of individual freedom and initiative give plain evidence of the internal weakness of the Empire. Read Diocletian's Edict on the High Cost of Living in F. F. Abbott's *Common People of Ancient Rome*. In the study of the division of the Empire emphasis should be laid on the fact that Rome ceases to be the residence of the Emperor and Italy becomes a province.

The legislative and administrative changes of this period are for the most part best treated as a whole, without any attempt to distribute them between the emperors. It should be noted that many of these changes were but the logical culmination of tendencies that had long been in operation; thus bureaucracy and specialization in government go back to Hadrian, and it was apparently early in the third century that the state began to regulate membership in the collegia. With regard to the decline in art of this period an exception should be made in favor of the wonderful architecture of the times; for example, the baths of Diocletian and his palace at Spalato, and the basilica of Constantine.

TOPIC XX

The Dissolution of the Empire. The Ancient World Partitioned between German and Moslem (337-814 A.D.)

1. *The Roman Empire in Relation to its Neighbors.* Up to 395 A.D., this period presents a problem of assimilation; the effect on Rome and on her barbarian neighbors of their mutual inter-

course is more important than the internal politics of the decadent imperial structure. The period following should be shown to be one of disorder, due in a measure to the failure of Diocletian's plan to ensure peaceful succession to the imperial throne. The following points may be noted: The presence of many Germans among the Roman people as a result of peaceful penetration; of large numbers of Germans as soldiers in the imperial army under German commanders. The employment of Germans as imperial officials. The first distinct German settlement within the Empire — the Visigoths in the reign of Valens. Effect on the German tribes of contact with civilization. Respect of Germans for Roman civilization. The reunion of the East and West under Theodosius. The division of the Empire at the death of Theodosius really means the close of the Roman imperial period.

After 395 A.D. emphasis should be on the invaders rather than on the invaded, with the exception of a consideration of the Byzantine Empire, which can be grouped about Justinian as the central figure. The attempt of Justinian to reunite the Empire proved futile, but the occupation of southern Italy and Sicily and the conquest of the Vandals in Africa, demand consideration in view of the legacy of Byzantine culture to the Mediæval period. In connection with Justinian's code of laws attention should be drawn to this legacy of Rome to the modern world. Note the position of Constantinople as the conservator of Roman institutions during the dark ages which follow.

2. *The Partitioning of the Empire.* The Goths in Italy and Spain; Angles, Saxons, and Jutes in Britain; Franks in Gaul and on the lower Rhine; Clovis and the union of tribes into a kingdom; Extent of his conquests; The manner of extending his dominions by gradual spreading rather than immigration; Significance of conversion of Clovis to Roman Christianity in view of location and inherent strength; Division of his kingdom among his sons introducing an important element of weakness.

3. *The Huns* need be considered only as an incentive to the migration of other tribes.

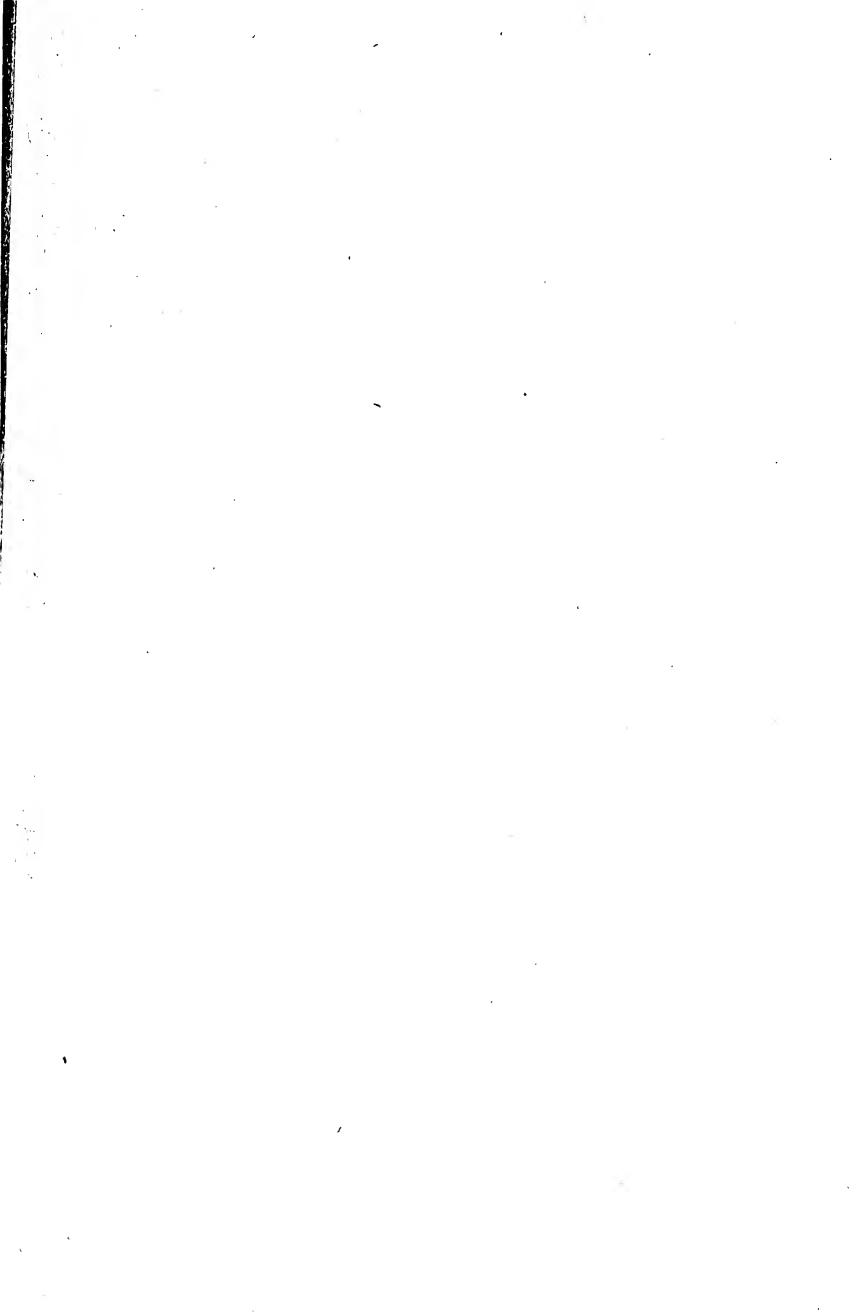
4. *The Moslems*. Significance of similarity of race and environment upon the founders of three great religions; Brief sketch of career of Mohammed; Points of divergence of Mohammedanism from Christianity; Immutability of creed; the conquests to 732 A.D.; Brief study of Saracenic culture; Centers of culture at Bagdad, Alexandria, Cordova.

5. *Western Europe after the Germanic Invasion*. Partial fusion of German and Roman, resulting in the Romance Languages; Neglect and destruction of Roman Culture; The organization of the Christian church; Development of monasticism; Extension of Christianity by missionaries; Civilizing influence of church; Growing power of Pope.

6. *The Franks from Clovis to Charlemagne*. Extension of territory by successors of Clovis; Founding of the Carolingian line; Mayors of Palace; Charles Martel and his defeat of the Moslems at Tours; Pippin the Short and his relations with the Lombards and Papacy.

7. *Charlemagne*. Study Charles the Great as a conqueror, statesman and educator; His relations with the Pope.

In the study of the invasions it is, perhaps, better to concentrate attention upon one or two of the more important ones as the Visigothic and Frankish, and briefly to indicate the settlements of the other invaders. The great civilizing and unifying forces represented in the church should receive considerable emphasis. The death of Charlemagne furnishes a logical point for the conclusion of a year's study of the Ancient World. To leave the student in the chaos of the invasions is to leave his mind in confusion. The three centuries of disorder caused by the invasions of German and Moslem is succeeded in the time of Charlemagne by relative order and comparative peace.



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